

# CEEWIN N. LOUDER

## Curriculum Vitae

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PREFERRED PRONOUNS: SHE, HER, HERS

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## EDUCATION

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**DOCTOR OF PHILOSOPHY IN COUNSELING PSYCHOLOGY**, Expected July 2025  
University of Miami | Miami, Florida

**MASTER OF ARTS IN CLINICAL PSYCHOLOGY** (formally known as Psychology in Education), May 2019  
Teachers College, Columbia University | New York, New York

**BACHELOR OF SCIENCE IN PSYCHOLOGY AND BACHELOR OF ARTS IN BIOLOGY**, May 2014  
University of North Carolina (UNC) at Chapel Hill | Chapel Hill, North Carolina

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## HONORS AND AWARDS

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### 2020

*Winner, The Graduate + Postdoctoral Research Symposium (University of Miami)*: Awarded to the top presenter of posters in the behavioral and social sciences.

*Conference Travel Support Award, School of Education and Human Development (University of Miami)*: Awarded to full-time Ph.D./Ed.D. students in the School of Education and Human Development on a merit basis to provide financial support for travel to national professional conferences to present cutting edge research.

### 2017

*Teachers College Scholarship (Columbia University)*: Awarded to qualified incoming master's degree candidates.

### 2016

*Global Mission Fellow, US-2 (United Methodist Church)*: Awarded to young adults who spend two years addressing root causes of injustice through community service with marginalized communities.

### 2014

*Buckley Public Service Scholar (UNC)*: Awarded to graduates who connect academic and community-based experiences hundreds of hours of public service and trainings throughout their 4 years at UNC.

*Hayden B. Renwick Award (UNC)*: Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

### 2013

*Hayden B. Renwick Award (UNC)*: Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

### 2012

*Youth Advocacy and Involvement Office (North Carolina Government)*: Awarded to competitive and qualified students attending higher education in North Carolina to integrate educational interests and career-development with work in state government agencies.

*Hayden B. Renwick Award (UNC)*: Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

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## 2011

*Carolina South East Asia Summer (SEAS) Scholar:* Fully funded study abroad experience awarded to first-year undergraduate students to learn about the cultural and social forces shaping modern Asia while studying at the National University of Singapore and serving as student ambassadors

*Hayden B. Renwick Award (UNC):* Awarded to currently enrolled undergraduate students who identify as Black/African American, American Indian/Native American, Hispanic/Latinx, or multiracial with at least one of those identities that have a cumulative GPA of 3.0 or greater

## 2010

*Light on the Hill Society Scholar (UNC):* Awarded to first-year African American students who demonstrate academic excellence, outstanding leadership abilities, community service dedication, and have great potential to become involved and informed alumni.

*People Helping People Scholar (North Carolina State Employee Credit Union):* Awarded to public high school graduates who exemplify academic achievement, leadership, integrity, and community involvement to pursue higher education at one of the 16 constituent campuses of the University of North Carolina System.

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## **RESEARCH EXPERIENCE**

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Challenging Racism & Empowering Communities through Ethnocultural Research (CRECER) Lab  
Guerda Nicolas, PhD | University of Miami | 8/2019 – PRESENT

*Graduate Research Assistant, The Kulula Project*

- Co-coordinator for Kulula Mentoring Program, an empirically supported intervention aimed at enhancing ethnic identity, socialization skills, and adaptive coping amongst youth in the African diaspora.
- Adapt Kulula curriculum to be delivered in a virtual format to encourage ethnic-racial identity exploration in a virtual environment.
- Recruit college-aged adults to serve as mentors in carrying out the Kulula Project.
- Train college-aged students to mentor children of the African diaspora in a culturally sensitive manner.

*Focus Group Facilitator, Urgent Inc (Community Partner)*

- Facilitate focus group with seven high-school aged youth around subjective experiences in the Film Arts Culture and Entrepreneurship Virtual Internship.
- Integrate findings from the focus group with survey findings into an accessible report for organization leadership.

*Graduate Research Assistant, Health Research Project*

- Collect data on stressors, worries, professional support, and general health issues experienced by healthcare professionals (i.e. physicians, nurses, biomedical scientists/researchers, mental health clinicians) during the COVID-19 pandemic.
- Analyze and synthesize data to be shared with community partners to inform policy and practice in supporting healthcare professionals.

*Graduate Research Assistant, Miscellaneous Projects*

- Communicate program updates regarding ongoing CRECER projects to community partners and program funders.
- Connect theory of change to goals, activities, and measures of current community intervention projects: Kulula Mentoring Program and Strong Roots Parenting Program.
- Co-author a team paper regarding theories of change and their utility in constructing community-based interventions.

Regulation of Emotion in Anxiety and Depression (READ) Lab | *Graduate Research Assistant*  
Douglas Mennin, PhD | Teachers College, Columbia University | 10/2017 – 5/2019

- Researched the efficacy of Emotion Regulation Therapy (ERT), a newly developed intervention, on over 100 young adults who excessively worry, ruminate, or self-criticize to reframe with the goal of leading them to a healthier life.
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- Trained eight post-baccalaureate and masters-level research assistants on conducting a systematic prescreen assessment over the phone to gauge eligibility for ERT.
  - Updated prescreening procedures -- which assessed past and present physical and mental health, fMRI eligibility, and worry levels (via an abbreviated version of the Penn State Worry Questionnaire; PSWQ) and rumination levels (via an abbreviated version of the Rumination-Reflection Questionnaire; RRQ) -- to enhance efficiency based on recommendations from lab manager, team input, and personal observations.
  - Conducted six diagnostic assessments using the Structured Clinical Interview for the DSM-IV (SCID-IV) to determine Axis I diagnoses with 18 to 29-year-old prospective participants from a treatment-seeking community population.
  - Applied knowledge of core ERT principles for two ERT treatments to code therapist adherence across sixteen sessions of ERT to ensure proper administration of this manualized treatment.
  - Scanned and checked weekly assessment forms of eight current ERT participants to assess between session changes in anxiety, depression, rumination and worry.
  - Systematically conducted literature reviews on technology-based interventions to inform study design of adapting ERT into an effective online platform.

Family Affect Beliefs and Behaviors Lab | *Post-Baccalaureate Research Assistant*  
 Amy Halberstadt, PhD | North Carolina State University | 9/2016 – 8/2017

- Translated and coded six Spanish-language interviews with members of the Mapuche tribe in Chile to find themes related to emotional socialization in a non-Westernized culture.
- Collaborated with research team in establishing a working relationship with North Carolina schools to conduct a study investigating the mechanisms associated with their disproportionate suspension rates for elementary-aged Black students compared to White peers.
- Helped develop “Color of Emotion,” a measure aimed at assessing how teachers perceive classroom interactions based on race of students involved.

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## PUBLICATIONS

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Nicolas, G., **Louder, C. N.**, Liddell-Quintyn, E., Etienne, M. O. Meyer, M. & Coupet, S. (2020, Aug). Impact of COVID-19 on healthcare professionals: August 2020 executive summary. *University of Miami School of Education and Human Development*. Retrieved from

Nicolas, G., Meyer, M. & **Louder C. N.** (2019, Sept 24). Mental-health specialists in Dorian-battered Bahamas must respect Haitians’ values. *Miami Herald*. Retrieved from  
<https://www.miamiherald.com/opinion/op-ed/article235429307.html>

### Under Review

Coupet, S., Nicolas, G., **Louder, C. N.**, & Meyer, M. L. (2020). When public health messages become stressful: Managing chronic disease during covid-19. *Social Sciences and Humanities Open*, under review.

Meyer, M. L., **Louder, C. N.**, & Nicolas, G. (2020). Creating with, not for people: Theory of change and logic models for culturally responsive community-based intervention. *American Journal of Evaluation*, under review.

### Manuscripts In Progress

**Louder, C. N.** & Meyer, M. L. (2020) Maintaining motivation for academic achievement for ethnically diverse students in virtual learning spaces. *In progress*.

**Louder, C. N.** & Franklin, A. (2020) Exploring the mental health of diverse Black women. *In progress*.

**Louder, C. N.** & del Rey, G. (2020). Non-suicidal self-injury in Black children: A developmental perspective. *In progress*.

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Schooley, R., Fernandez-Burgos, M., **Louder, C.N.**, Sun, L., Calder, A., Meyer, M.L., del Rey, G., & Novak, L. (2020). Challenges and benefits of engaging in difficult dialogues for social justice. *In progress*.

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## INDEPENDENT PROJECTS

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**Louder, C. N.** (2019). *Understanding client motivation: A review* (Unpublished master's thesis). Columbia University, New York, New York, United States.

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## PRESENTATIONS

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**Louder, C. N.** (2020). *Exploring mental health of ethnically diverse Black women*. Poster Presentation at American Psychological Association Convention, August 2020, Virtual Conference.

Meyer, M. L., & **Louder, C. N.** (2020). *Three good things*. PowerPoint Presentation for High School Student Group at Urgent, Inc, May 2020, Miami, FL.

**Louder, C. N.** (2020). *Exploring mental health of ethnically diverse Black women*. Poster Presentation at Graduate and Postdoctoral Research Symposium at the University of Miami, March 2020, Miami, FL.

**Louder, C. N.**, & Meyer, M. L. (2020). *Maintaining motivation for academic achievement for ethnically diverse students through mentorship*. Roundtable at the 37<sup>th</sup> Annual Teachers College Winter Roundtable at Teachers College, Columbia University, February 2020, New York, NY.

**Louder, C. N.**, & Mennin, D. S. (2018) *Helping the healer: How manualized CBT programs can be beneficial to social justice warriors and the communities we serve*. Oral Presentation at the Women of Color Solidarity Beyond Borders Conference at East Village Community School, April 2018, New York, NY.

Quintero, J. M., Seeley, S. H., Renna, M. E., **Louder, C. N.**, & Mennin, D. S. (2018). *Individual differences in trait emotionality, emotion regulation, and myoelectrical gastric reactivity*. Poster presented at the 2<sup>nd</sup> Annual Psychology Conference at Teachers College, Columbia University, April 2018, New York, NY.

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## TEACHING & ADVISING EXPERIENCE

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*Graduate Teaching Assistant* | EPS 685 Substance Abuse and Addictions: Theories and Counseling  
School of Education and Human Development | Instructor: Guerda Nicolas, PhD | Summer 2020

- Pontificated on the effects of substance abuse and addiction on individuals close to the abuser, specifically children, parents, and siblings.
- Graded student assignments assessing understanding of course material.
- Attained and shared multimedia resources that served to reinforce key course principles.

*Panelist* | Interviewing for Doctoral Programs in Counseling Psychology (Webinar) | 1/20/20  
Division 17: Society of Counseling Psychology | American Psychological Association

- Student Affiliates of Seventeen webinar on the interview process for doctoral programs in counseling psychology. Presenters share interview experiences and tips for a successful interview season. Slides available at: <https://docs.google.com/presentation/...>

*Panelist* | Applying to Doctoral Programs in Counseling Psychology (Webinar) | 11/14/19  
Division 17: Society of Counseling Psychology | American Psychological Association

- Student Affiliates of Seventeen webinar about applying to doctoral programs in counseling psychology. Presenters share advice and top tips for the application process.

*Director of Outreach & Youth Ministries* | Quail Springs United Methodist Church | 8/2014 – 7/2016

- Coordinated and carried out activities for an average of 20 adolescents three times a week, designed to facilitate positive spiritual growth and identity development.
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- Implemented, planned, and executed an after-school program to provide literacy tutoring and academic enrichment for approximately 15 elementary-aged students reading below grade level.
  - Oversaw the work of approximately 20 volunteers to realize goals of both the after-school program and the youth group.
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## CLINICAL EXPERIENCE

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*Youth Development Professional* | Boys and Girls Club of Fauquier County | 6/2019, 6/2018 – 8/2018

- Led psychoeducational groups focusing on mindfulness and anger management for eight at-risk elementary aged students to promote emotional awareness, emotion regulation, and behavior regulation.
- Planned group sessions based on empirically supported psychoeducational components concerning emotional awareness, emotion regulation, and behavioral regulation.
- Collaborated with staff to create and implement wellness activity for youth (“Brain Break”) designed to facilitate emotional and mental well-being in students, serving approximately 60 children.

*Crisis Counselor* | Hopeline Crisis Line NC | 9/2016 – 6/2019

- Completed 40-hour extensive training related to possible call content, including: active listening, interpersonal relationships, depression, health, sexuality, domestic violence, sexual assault, child abuse, death/dying, mental illness, and suicide.
- Provided crisis intervention, supportive and non-judgmental active listening, gentle and understanding discussion of crisis resolution, and referrals to appropriate community resources via phone call and text message.
- Corresponded and facilitated conflict resolution with over 70 callers in crisis -- diverse in age, sexual orientation, gender identification, race, ethnicity, mental state and location -- based on each person's unique circumstance.

*Senior Administrative Assistant* | Dean Hope Center for Educational & Psychological Services at Teachers College, Columbia University | 9/2017 – 5/2019

- Upheld confidentiality of detailed and time sensitive information regarding at least 100 clients.
- Interacted with populations diverse in age, language, race, ethnicity, sexual orientation, gender identity, mental state, socioeconomic status, etc. regarding clients and graduate student professionals to provide timely customer service to clients seeking treatment.

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## OTHER PROFESSIONAL EXPERIENCES

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*Senior Administrative Assistant* | Dean Hope Center for Educational & Psychological Services at Teachers College, Columbia University | 9/2017 – 5/2019

- Created innovative solutions to enhance communication between day and evening staff (i.e., Testing Library Loan Cart and Systematic Tracking of Open Services), ensuring staff turnover did not interrupt reading, assessment, and therapeutic services.
- Trained seven evening and interim staff on main office and testing library procedures to ensure smooth operation of the offices on evenings and weekends for scores of clients, student counselors, and specialists.
- Handled multiple financial transactions for up to \$1000.

*Bookseller* | Quail Ridge Books | 9/2016 – 9/2018

- Aided customers courteously and amiably to address various book-related inquiries divers in genres and subject matter.
  - Carried out purchases.
  - Ensured database purchases corresponded with credit, debit, and cash financial transactions by closing registers.
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- Coordinated and carried out activities for an average of 20 adolescents three times a week, designed to facilitate positive spiritual growth and identity development.
- Implemented, planned, and executed an after-school program to provide literacy tutoring and academic enrichment for approximately 15 elementary-aged students reading below grade level.
- Oversaw the work of approximately 20 volunteers to realize goals of both the after-school program and the youth group.

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## PROFESSIONAL AFFILIATIONS

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### Member

#### *American Psychological Association*

- Division 17: Society of Counseling Psychology
- Division 43: Society on Couple and Family Psychology
- Division 45: Society for the Psychological Study of Culture, Ethnicity and Race

### Leadership

#### *Student Affiliates of Seventeen (SAS) Program Representative | Division 17: Division of Counseling Psychology | American Psychological Association (APA) | 10/2019 – PRESENT*

- Serve as a voice for students in Division 17
- Act as a liaison for SAS by keeping students in my program informed about events and opportunities regarding professional development and funding
- Host SAS-related events on campus

#### *Campus Representative | Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race | American Psychological Association | 9/2020 - PRESENT*

- Host three meet-ups each academic year to encourage a space for students who are interested in concerns and actions on ethnicity, culture, and race across psychology disciplines and roles to connect with each other and build a local community together, and to represent the values, efforts, and opportunities of Division 45 and its student community at a local and regional level
- Attend Campus Representative Conference Calls.
- Communicate with the Division 45 Student Representative and Campus Representative Co-Chairs regarding feedback on the meet-ups (e.g., number attended, what worked well, what changes do you want to make for the next one, etc.)

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## SUPPLEMENTARY SKILLS

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*Language:* Spanish (intermediate understanding, reading, and speaking; beginner writing)

*Assessment:* Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V), Wechsler Adult Intelligence Scale- Fourth Edition (WAIS-IV), Wechsler Individual Achievement Test – Third Edition (WIAT-III), Woodcock-Johnson Tests of Achievement – Fourth Edition (WJ – IV)

*Diagnostic:* Structured Clinical Interview for DSM-IV (SCID-IV), Mini International Neuropsychiatric Interview (MINI)

*Computer:* SPSS, R, RStudio, Titanium, Anthology, Microsoft Office, Google Suite, Qualtrics, Papers, ReadCube, Box, RS800 Polar Heart Rate Monitor, Noldus Observer

#### *Additional:*

- Community Health Analysis: creating community-based health interventions by identifying key health needs and issues through systematic and comprehensive data collection and analysis.

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## PROFESSIONAL DEVELOPMENT

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Teaching Academy Program | Tatiana Perrino, PsyD

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The Graduate School | University of Miami | Fall 2020

- This six-session, applied program introduces participants to best practices, tools, and resources that promote teaching excellence; provides opportunities to build teaching skills through in-class exercises, between-session experiences and assignments, and instructor and mentor feedback; and helps teaching fellows prepare deliverables for a teaching portfolio so they are competitive for teaching positions in academia. Deliverables: Teaching CV, Teaching Philosophy, and Teaching Portfolio

Latinx Communities: Race, Gender, and Class in Education and Health (Lecture) | Nancy López, Ph.D.  
University of Miami Institute for Advanced Study of the Americas (UMIA) | 2/6/2020

- This lecture discussed extensively the measures currently utilized in research on race, gender, class, and ethnicity and how these existing measures do not adequately capture the diversity of America. Further, the way research is currently being done does not allow for examinations of intersectionality when looking at various outcomes. Implications in federal, state, and local municipal governments were discussed. Key takeaway: “The intersectional approach makes the invisible, visible.”

Leverage Mentoring: Creating Your Path to Success (Workshop) | Ruth Gotian, Ed.D.  
Teachers College Office of Alumni Relations | 1/29/20

- This workshop outlines the benefits of having a mentor, what to look for in a mentor, how to develop your mentoring team and how to find a mentor. Mentorship is most effective when the mentee is explicit about their goals and understands how they learn best. Key takeaway: Mentoring is all about relationships and a match between goals and learning style.

Women in Education (Workshop) | MarieGuerda Nicolas, PhD  
Alpha Delta Kappa | 1/28/20

- Alpha Delta Kappa is an international honorary organization of women educators dedicated to educational excellence, altruism and world understanding. This workshop brought together teachers, community leaders, and funders to discuss the constantly evolving role of educators. The new reality of educators forces us to advocate for comprehensive policies that support educators and the students whom we educate at every level. Key Takeaway: Understanding the aspects of after-school programming that make educating effective and applying them to the classroom can help day-school become a more engaging environment for learning of ethnically and racially diverse students.

Generation Z in the Classroom: Educating and Engaging the Next Generation of Students (Workshop) |  
Corey Seemiller, PhD

University of Miami School of Education & Human Development and Herbert Business School | 1/24/20

- This workshop provided information about Generation Z, individuals born between 1995 and 2010. This generation is the most ethnically diverse and largest generation in the United States. Generation Z is anxious, pragmatic, and passionate to change the world and are looking to college educators to help them make a difference in the world. Key takeaway: Generation Z values relationships above all and believe radical love can make the world a better place. Educators who can engage these two aspects will be effective in educating this next generation.

Negotiating a Faculty Position (Workshop) | Dean Guillermo “Willy” Prado  
University of Miami Graduate School | 11/8/2019

- This workshop provided advice and insight to the hiring process for faculty, primarily for tenure-track positions. Information on the interview process, negotiating salary, workload, space, employee packages, and benefits were all discussed. Key takeaway: ask for what is reasonable and sufficient to be successful in this position.

Introduction to Bayesian Statistical Modeling (Workshop) | Roy Levy, PhD  
University of Miami, Department of Educational and Psychological Studies | 10/11 – 10/13/2019

- This three-day workshop provided a detailed overview of a Bayesian approach to statistical modeling. An alternate to frequentist statistical modeling, the Bayesian approach “treats known values as observed values of random variables, treats unknown values as unobserved random variables, and calculates the conditional distribution of unknowns given knowns and model specification using

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Bayes' theorem" (Rubin, 1984, p. 1152). Key takeaway: a more intuitive approach to statistics, it allows for the incorporation of prior knowledge (i.e. research) into all statistical modeling.

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